

# California Civil Liberties Public Education Program (CCLPEP)

## Information Packet & Grant Application FISCAL YEAR 2005-2006



Photo taken by Laura Checa. Ian and Kyle Kung-Rudd at the Japanese American Memorial, in Sacramento, California.

**Grant Application Deadline**  
**March 3, 2006**

Photo of the Japanese American Memorial:

*This memorial is located at the Nisei War Memorial Hall in Sacramento, which is the last building remaining from Sacramento's historic Japantown. The memorial structure combines elements representing internment camp wall, windows, and the American flag. Photographs and text depict different time periods reflecting the history, challenges, and legal battles faced by Japanese Americans in California. The California Civil Liberties Public Education Program provided funding for this project.*

**California Civil Liberties  
Public Education Program  
(CCLPEP)**

**Information Packet & Grant Application  
FISCAL YEAR 2005-2006**



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## **I. INTRODUCTION AND GENERAL INFORMATION**

The California Civil Liberties Public Education Program, (CCLPEP), was created in 1998 as the result of the passage of the California Civil Liberties Public Education Act, introduced by then-Assemblyman Mike Honda (D-San Jose). It was extended in 2000 by then-Assemblyman George Nakano (D-Torrance). In 2003, Assemblywoman Wilma Chan (D-Oakland) and others led the way for the Legislature to continue the program by removing CCLPEP's termination date and making it subject to annual budget authorizations, thereby making it a permanent state program.

CCLPEP's goal and purpose is to provide competitive grants for public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal and incarceration of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that causes and circumstances of this and similar events may be illuminated and understood.

Since its inception, the CCLPEP has funded nearly 200 projects related to the Japanese American experience during World War II. These projects have included a wonderful assemblage of projects ranging from oral histories to writing a symphony piece to designing and installing monuments to commemorate the experience.

## **HISTORY**

Prior to World War II, California was the home to more Japanese Americans than any other state. On February 19, 1942, just weeks after the United States entered the Pacific War, President Franklin D. Roosevelt signed Executive Order 9066. This Order gave the Secretary of War the authority and power to exclude any and all persons, citizens and aliens from designated areas in order to provide for security against sabotage and espionage. As a result of this Executive Order, the lives of thousands of Californians were affected.

Over 120,000 United States citizens of Japanese ancestry and permanent resident aliens of Japan were removed by the Army, first to "assembly centers," temporary quarters at racetracks and fairgrounds, and then to "relocation camps," which were bleak barrack camps mostly in desolate areas of the West. Some families spent years living under these conditions, and suffered enormous personal and economic damages and losses.

This issue has not been locked away in our past. In 1980, spurred by a groundswell of grassroots organizing of former internees, witnesses, and Japanese American and civil rights organizations, a bipartisan Congressional Commission was formed to review the facts and circumstances surrounding Executive Order 9066. As a result of the findings and recommendations of this Commission, a federal law was enacted to issue a public apology for this tragic era in our nation's history; make individual restitution to those incarcerated and create a public education fund to implement public education and research objectives.

Nevertheless, there are still many people in our society that are not aware of this tragic period of history and its impact on the lives of thousands of individuals, and worse, many who misinterpret or distort the facts, especially in light of current issues in our society. Therefore, the California State Legislature found it fitting and appropriate that the state take its own initiative to help fill the need for further education and materials on this important chapter in our nation's history by creating CCLPEP.



## **II. 2006 GRANT CYCLE THEME: PREPARING FOR OUR FUTURE**

Over the past years, scholars, artists and activists have brought forward thought-provoking, ground-breaking works regarding the Japanese American experience during and immediately following WWII, much of which has been funded by the CCLPEP. Many projects, like live performances, had a short but dramatic impact. Others, like establishing monuments, marking historic sites, and preserving Japantowns, will provide a more permanent presence, attesting to our communities' legacies.

A great deal of CCLPEP funding has gone toward books, films, curriculum guides, oral histories and other fascinating and illuminating educational resources. An impressive body of work has begun to accumulate. Unfortunately, many schools, colleges and libraries are quite unaware of the existence of these works, or lack the training and/or the resources to obtain and utilize these materials.

Another pressing issue is the sad fact that the Nisei who were interned and individuals that personally witnessed the internment are aging, and no longer as willing and able to be active in the quest to educate our society. Then, too, the activist Sansei who established many of the organizations and community structures we now depend upon are also approaching retirement age.

It is essential, therefore, that we prepare to pass the torches on to the younger generations. As with any community, the challenge to preserving and furthering our legacies lies in the training and enfranchisement of Nikkei youth. It is also vitally important to educate and train the next generation of leaders from other communities about the Constitution, the civil rights of all Americans, and how to protect themselves and all people from anything like the 1942 evacuation and internment ever happening to any group in America.

This year, CCLPEP will invite applications that will provide for specific measures to utilize CCLPEP projects and related works that these materials be better used by schools, colleges, museums and libraries; as well as projects that will teach teachers how to use these resources. Educational displays in public places are also of great interest. Projects that provide an opportunity for youth participation will also be encouraged.

In addition, more schools and libraries now depend on the Internet and interactive electronic media for reference material and instruction on a regular basis. Proposals that will enhance CCLPEP materials, and/or convert and repurpose them to better fit the education community's needs, and the need for better preservation, are also welcome.

Finally, CCLPEP continues to be committed to ensuring that the stories that are still untold are brought forward and shared.

The technical reviewers of the applications, and the CCLPEP Advisory Committee will take a number of factors into account while evaluating proposals. These factors will include, but are not limited to:

- ❑ Is the application complete, and are all the questions answered thoroughly, but succinctly?
- ❑ How well will this project help to advance this year's theme; that is, will it facilitate schools and libraries acquiring and using CCLPEP materials (including scholarly analysis of materials), will it help train youth, will it help preserve or upgrade existing works?
- ❑ If this project does not fit the theme, as stated above, does it present a new or little known concept, facet of the history, or perspective? Is there some urgency in finishing this project this year?
- ❑ If the application is from a consortium of groups or individuals, are all the roles clearly defined?
- ❑ Do the parties involved have the background and skills to complete this project?
- ❑ Are the budget and timeline realistic and appropriate?
- ❑ If the applicant has received CCLPEP funds before, how well did the applicant meet all the requirements of that grant?
- ❑ If the applicant is new to CCLPEP, has s/he established partnerships or working relationships with any established community organization or educational institutions?
- ❑ If the applicant is working within the auspices of an organization, museum, library, or educational institution, is there formal acknowledgement from the organization that this has been approved?
- ❑ Does the application have a clear plan for production and distribution or utilization of the end product?
- ❑ Does the end product have possibility for broad usage, that is, can it be used in more than one level of academe, or can it be used in areas of instruction beyond the Japanese American experience?
- ❑ Will the end product be usable for many years without becoming obsolete?
- ❑ Does the project or the applicant have a California nexus?

### **III. INFORMATION FOR APPLICANTS**

#### **REVIEW PROCESS OF GRANT APPLICATIONS**

Once your grant application has been received by CCLPEP, it will be forwarded to a technical review committee. Reviewers will provide numerical scores for the applications they review and a summary of their comments on the overall application. Most applications will be reviewed by an average of five reviewers.

Grant applications that are scored in the top 20% will be forwarded to the CCLPEP Advisory Board and the State Librarian for further review and discussion. The State Librarian will take the comments of the Advisory Committee Members into account as she makes the final funding determination. The Advisory Committee will also be provided with information on the other 80% of the applications submitted, and will have the option to discuss these applications, if there is a consensus from the Committee. Please note that this meeting will be publicly noticed at least ten days in advance, and is open to the public.

Also, be advised that any additional information or material that is not requested in the grant application will not be considered and will not be returned or credited to your grant application.

Should you have any questions regarding the review process, you may request a copy of the numerical score your application received and any written comments. This request must be made in writing after May 30, 2006.

If your grant application is not funded, and you believe it merits reconsideration, CCLPEP may review your proposal during the next fiscal year. This, however, does not guarantee that the grant application will receive funding and is contingent on future funding from the Legislature, and the annual funding priorities established by CCLPEP. Further information regarding the specific project parameters and goals should be discussed with the CCLPEP prior to resubmission.

#### **Duties of CCLPEP Grant Recipients**

Applicants will be informed of their award amount in writing and must sign a Memorandum of Understanding (MOU) that will clarify and enumerate the specific scope of work requested by CCLPEP. No funds will be disbursed until both parties have signed the MOU.

In addition to the specific areas agreed upon by the Applicant and CCLPEP in the MOU, each applicant must:

- ❑ Complete their project within one year of the initiation date of the project or by the date agreed to in the MOU.
- ❑ Provide quarterly summaries of their progress on their project to CCLPEP.

- ❑ Provide Quarterly Budget and Project Reports to CCLPEP.
- ❑ Attend an Orientation Meeting to be held in June 2006.
- ❑ Complete the project as stated in the proposal to the satisfaction of CCLPEP or negotiate a mutually acceptable change in the project scope. Please be advised that CCLPEP will be forced to initiate reimbursement proceedings of ALL MONIES awarded to you if your project is not satisfactorily completed by the termination date stated in your project.
- ❑ Provide at least one copy of all work completed with CCLPEP funding to CCLPEP, and if possible, provide copies for all other CCLPEP recipients.

### **Check List For Applicants**

- ❑ Did you read through the grant application in its entirety before you started to fill in the pages?
- ❑ How well does your proposed project fit this year's theme? Or, if it doesn't exactly fit the theme, how is it unique from past projects and is there some urgency in finishing the project?
- ❑ Are your proposal and budget realistic within the one-year time frame?
- ❑ Does your proposal cover the process you will follow and describe a specific end product?
- ❑ Are all of the pages of the Grant Application filled out correctly?
- ❑ Is your application typed or printed clearly and legibly?
- ❑ Did you enclose two original hard copies, accompanied by a CD with the text?
- ❑ Will the Grant Application be postmarked before March 3, 2006?
- ❑ **No "walk-in," e-mailed, or faxed applications will be accepted. You must use one of the two acceptable methods of delivery:**

- If you are sending your application by U.S. Mail, send it to:

**California State Library**  
**CCLPEP**  
**P.O. Box 942837**  
**Sacramento, CA 94237-0001**

- If you are sending your application by a delivery service, such as Fed-Ex, UPS or DHL, send it to:

California State Library  
CCLPEP  
900 "N" Street, Suite 300  
Sacramento, CA 95814  
(916) 651-0383

**Administrative Agency**

The California Civil Liberties Public Education Program is a project of the California State Library in Sacramento, California. The State Librarian is Susan Hildreth.

For further information on CCLPEP, please contact:

California State Library  
Elaine G. Yamaguchi, CCLPEP Program Director  
900 "N" Street, Suite 300  
P.O. Box 942837  
Sacramento, CA 94237-0001  
Telephone: (916) 651-0383  
Facsimile: (916) 654-5829  
Email: [eyamaguchi@library.ca.gov](mailto:eyamaguchi@library.ca.gov)

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**IMPORTANT CCLPEP DATES TO REMEMBER**

- December 2005:** Grant Applications ready for public distribution.
- March 3, 2006:** **GRANT APPLICATION DEADLINE.**
- March 15, 2006:** Grant Application Review.
- Mid-April 2006:** Advisory Committee Meeting to evaluate applications. This meeting will be noticed at least 10 days in advance.
- May 2006:** Applicants notified of project approval.
- June 2006:** Public Announcement of 2006 Grantees.
- June 2006:** CCLPEP Orientation for Grant Recipients.
- July 1, 2006:** Grant Cycle begins.

## **FREQUENTLY ASKED QUESTIONS**

**1. My project does not fall under this year's theme. Can I still get funded?**

CCLPEP will reserve the right to consider any application. If your project meets the technical criteria, and fits a unique need, it may be considered for funding this year, especially if there are fewer applications meeting the stated focus. If you are not funded this year, you are welcome to consult with the CCLPEP staff about resubmitting your proposal next year. Please note that the CCLPEP Program Director is not empowered to make unilateral decisions whether or not to fund a project.

**2. Do I still own all the rights to the end product of my project, i.e., the book or film or piece of art?**

Unless you have already signed any or all rights away as part of another funding contract, your project belongs to you. CCLPEP reserves the right to negotiate with you to provide copies of your work for schools or libraries, or for other educational purposes.

**3. Who is making the decisions about the proposals?**

Your proposal is first sent to a technical review panel, usually about five individual reviewers. The reviewers will score your proposal and make applicable comments. Approximately the top 20% will be forwarded to the CCLPEP Advisory Committee for further evaluation, and the Committee will advise the State Librarian on the final list of projects to fund, via a public meeting and/or conference call. Susan Hildreth, the California State Librarian, will have the final say on approval of projects that CCLPEP will fund.

**4. What happens after I finish my project?**

CCLPEP may share information about your project with other entities in order to facilitate its use, but see #2, above. Please note that CCLPEP is not responsible for finding publishers for manuscripts, venues for displaying your project, or other end markets.

**5. Will there be annual conferences like the 2005 NOTICE TO ALL?**

The Conference was enormously successful. It was a project that was many years in the making, and as a result, it is not likely that one will be developed again for a number of years.

**6. What happens if we find out that we will not be able to complete the project?**

CCLPEP will make every effort work with you to create a mutually satisfactory change in your project scope and contract. If the project cannot be adapted to the satisfaction of the State Librarian, however, the CCLPEP reserves the right to sever the contract.

**7. How can I find out more about all the other projects CCLPEP has funded?**

A list of all CCLPEP funded projects is appended to this application. CCLPEP is also working on methods to make more and better information on past and current projects available. In addition, we are looking into ways to put more and better information about our past grantees on the CCLPEP website.

**8. What types of project, other than Japanese American experience can be funded?**

CCLPEP may also consider projects that link the Japanese-American exclusion and detention experience with the experiences of other populations so that the cause and circumstances of this and similar violations of civil rights or acts of injustice may be illuminated and understood.

**9. I am a current grantee, however, the book/film/project is not 100% complete and ready for release. Can I apply for additional funding?**

If you have met all the requirements in your current MOU with CCLPEP, and you are seeking “finishing funds,” it is possible that you can receive a new grant in this cycle, especially if your project is a particularly good fit with the theme. Read the application carefully and thoroughly. You may discuss your project and reapplying with the Program Director before actually filing an application. Please note though, that the Program Director does not have the authority to either approve or veto a proposal.

**10. I am a current grantee, but I have a great new idea for a project that I’d like to propose to CCLPEP. Can I apply this year too?**

It is strongly recommended that you complete one project before applying for a grant for another project. However, if there is some urgency to addressing this new project immediately, you should contact the Program Director. Please note that your current project’s track record will influence CCLPEP’s decision with regard to any other projects you propose. Also, see # 9, above.

**11. How can I get more information about this year’s application and process?**

Throughout January and February 2006, the CCLPEP Program Director will be traveling around the state to hold public information meetings. These meetings will likely be held in cooperation with community groups in your area, and publicized to the extent possible.





## IV. QUESTIONS REGARDING YOUR PROJECT

### FISCAL YEAR 2006-07 CCLPEP GRANT APPLICATION

Please provide all of the requested information and answers to the questions. You must send this signed original application, one additional hard copy, and a CD-ROM with a copy of all of your application information to the CCLPEP. Please type or print clearly and legibly, using a font size no smaller than nine points.

#### 1. GENERAL INFORMATION ON THE APPLICANT(S)

- A. Main Applicant(s): \_\_\_\_\_
- B. Organization: (if applicable) \_\_\_\_\_
- C. Mailing Address: \_\_\_\_\_  
\_\_\_\_\_
- D. Telephone Number: \_\_\_\_\_
- E. Facsimile Number: \_\_\_\_\_
- F. Email address: \_\_\_\_\_
- G. Assembly District: \_\_\_\_\_
- H. State Senate District: \_\_\_\_\_

#### 2. GENERAL INFORMATION ON THE PROJECT

- 1. Amount Requested from CCLPEP: \_\_\_\_\_
- 2. Other sources of funding: \_\_\_\_\_
- 3. Type of Project: \_\_\_\_\_
- 4. What do you plan to accomplish at the completion of your project? \_\_\_\_\_

### **3. PROJECT DESCRIPTION**

Please use no more than this page and one additional page to describe how your project will help us to share and disseminate the current works available for the future, and/or why it meets an unmet need in the body of work about the Japanese American experience during and immediately following WWII.

#### **4. SIGNIFICANCE OF PROJECT**

Please explain the importance of your project as it relates to this year's theme, and include how it will meet a crucial need in the community and provide a valuable addition to the body of work already in existence. Also, explain if you will be collaborating or participating with any other organization.

## **5. DISTRIBUTION OF PROJECT**

Please use the space provided to describe your plans for distributing, publicizing or otherwise introducing your project to the audience you have chosen to address.

## **6. OTHER INFORMATION:**

Using the space provided below, please illustrate other factors to support your application that have not been addressed in the previous questions. Do not attach letters of support or other supplementary materials.

## **7. BUDGET**

Please use the space provided below to describe your budget, and/or attach a detailed spreadsheet, including information on other sources of funding, and indicating what items CCLPEP funds will be applied toward. Applicants must maintain accurate and complete records of expenditures. Projects may be audited. Please specify whether the sum requested from CCLPEP will enable you to complete your project.

## **8. TIMELINE**

Please use the space provided below to indicate your plan to carry out your project on a month-to-month basis, starting with May 2006. While CCLPEP grants are on a one-year cycle, please provide, to the extent possible, your entire timeline to completion and distribution of your project.

## **9. APPLICANT PROFILE**

Please provide profiles of all the individuals and organizations that will be affiliated with your project and what their specific role will be in your proposed project. You may use the following space, **or** attach no more than one additional page.

By signing this Grant Application for the California Civil Liberties Public Education Program, (CCLPEP), it certifies under penalty of perjury that the information prepared in this Grant Application is true and correct and that if you are awarded a grant from CCLPEP, you will agree to comply with all the applicable State procedures required by State Law and any regulations set forth by the California State Library. I understand that failure to comply with any policies or requirements may result in the CCLPEP initiating reimbursement proceedings of any or all funds awarded to me.

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**Signature of Main Applicant:**

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**Print Name:**

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**Title:**

---

**Date:**

---

**FOR CCLPEP USE:**

**DATE RECEIVED:** \_\_\_\_\_

**REVIEWED BY:** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_



## APPENDICES

### AB 1915

BILL NUMBER: AB 1915      CHAPTERED  
BILL TEXT

CHAPTER 570  
FILED WITH SECRETARY OF STATE SEPTEMBER 18, 1998  
APPROVED BY GOVERNOR SEPTEMBER 17, 1998  
PASSED THE ASSEMBLY AUGUST 28, 1998  
PASSED THE SENATE AUGUST 27, 1998  
AMENDED IN SENATE AUGUST 25, 1998  
AMENDED IN SENATE JULY 7, 1998  
AMENDED IN SENATE JUNE 22, 1998  
AMENDED IN ASSEMBLY MAY 22, 1998  
AMENDED IN ASSEMBLY APRIL 28, 1998  
AMENDED IN ASSEMBLY APRIL 14, 1998

INTRODUCED BY Assembly Members Honda, Baca, Cedillo, Migden, and Shelley  
(Coauthors: Assembly Members Alquist, Aroner, Hertzberg, Lempert, Martinez, Perata, and Washington)  
(Coauthors: Senators Dills, Lee, Lockyer, Polanco, Solis, Vasconcellos, and Watson)

FEBRUARY 17, 1998

An act to add Part 8.5 (commencing with Section 13000) to the Education Code, relating to the California Civil Liberties Public Education Act, and making an appropriation therefor.

#### LEGISLATIVE COUNSEL'S DIGEST

AB 1915, Honda. WWII internment of Japanese Americans: California Civil Liberties Public Education Act.

Existing law declares legislative intent to provide accurate instructional materials to schools on the internment in the United States of persons of Japanese origin and its impact on Japanese-American citizens and the Armenian genocide. Existing law provides legislative findings and

declarations that there are few films or videotapes available on the subject for teachers to use when teaching pupils about these 2 devastating events, and that films or videotapes giving the historically accurate depiction of these events should be made in order that pupils will recognize these events for the horror they represented. Existing law encourages teachers to use these films or videotapes as a resource in teaching pupils about these 2 important historical events that are commonly overlooked in today's school curriculum.

This bill would enact the California Civil Liberties Public Education Act. This bill would require the State Librarian to establish a program for the provision of grants for the purpose of educating, or developing educational materials, or both, about the exclusion, forced removal, and internment of Japanese-Americans and permanent-resident aliens of Japanese ancestry during WWII.

The bill would reappropriate \$1,000,000 appropriated to the Department of Education by the Budget Act of 1998 to the California State Library for purposes of this act.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Part 8.5 (commencing with Section 13000) is added to the Education Code, to read:

PART 8.5. THE CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION ACT  
CHAPTER 1. GENERAL

13000. (a) This part shall be known and may be cited as the California Civil Liberties Public Education Act. The purpose of the California Civil Liberties Public Education Act is to sponsor public educational activities and development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstance of this and similar events may be illuminated and understood.

(b) The Legislature finds and declares that the federal Commission on Wartime Relocation and Internment of Civilians (CWRIC) was established by Congress in 1980 to "review the facts and circumstances surrounding Executive Order 9066, issued in February 19, 1942, and the impact of such Executive Order on American citizens and permanent residents... and to recommend appropriate remedies." The CWRIC issued a report of its findings in 1983 with the reports "Personal Justice Denied" and "Personal Justice Denied-Part II, Recommendations." The reports were based on information gathered "through 20 days of hearings in cities across the country,

particularly the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry."

(c) The lessons to be learned from the internment of Japanese-Americans during World War II are embodied in "Personal Justice Denied-Part II, Recommendations." The CWRIC concluded as follows: "In sum, Executive Order 9066 was not justified by military necessity, and the decisions that followed from it-exclusion, detention, the ending of detention and the ending of exclusion-were not founded upon military considerations. The broad historical causes that shaped these decisions were race prejudice, war hysteria, and a failure of political leadership. Widespread ignorance about Americans of Japanese descent contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave personal injustice was done to the American citizens and resident aliens of Japanese ancestry who, without individual review or any probative evidence against them were excluded, removed and detained by the United States during World War II."

(d) The Legislature further finds and declares that President Ronald Reagan signed into law the federal Civil Liberties Act of 1988 and declared during the signing ceremony that "This is a great day for America." In that act the Congress declared as follows: "The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II. As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership. The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable loses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made. For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation."

## CHAPTER 2. CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION GRANT PROGRAM

13015. (a) The State Librarian shall allocate grants pursuant to the program established by this part. The grants awarded under the program shall be awarded on a competitive basis.

(b) The State Librarian may contract with independent review panels and establish an advisory panel to evaluate and make recommendations to the State Librarian based on grant applications.

(c) The State Librarian shall select as grant recipients applicants who meet all of the following criteria:

(1) Applicants demonstrate the capability to, administer and complete the proposed project within specified deadlines and within the specified budget.

(2) Applicants have the experience, knowledge, and qualifications to conduct quality educational activities regarding the exclusion and detention of Japanese-Americans during World War II.

(3) Projects link the Japanese-American exclusion and detention experience with the experiences of other populations so that the cause and circumstances of this and similar violations of civil rights or acts of injustice may be illuminated and understood.

(4) Projects are designed to maximize the long-term educational impact of this chapter.

(5) Projects build upon, contribute to, and expand upon, the existing body of educational and research materials on the exclusion and detention of Japanese-Americans during World War II.

(6) Projects include the variety of experiences regarding the exclusion and detention of Japanese-Americans and its impact before, during, and after, World War II including those Japanese-Americans who served in the military and those who were interned in Department of Justice camps.

(d) Applicants for grants pursuant to this section are encouraged to do each of the following:

(1) Involve former detainees, those excluded from the military area, and their descendants in the development and implementation of projects.

(2) Develop a strategy and plan for raising the level of awareness and understanding among the American public regarding the exclusion and detention of Japanese-Americans during World War II so that the causes and circumstances of this and similar events may be illuminated and understood.

(3) Develop a strategy and plan for reaching the broad, multicultural population through project activities.

(4) Develop local and regional consortia of organizations and individuals engaged in similar educational, research, and development efforts.

(5) Coordinate and collaborate with organizations and individuals engaging in similar educational, research, and development endeavors to maximize the effect of grants.

(6) Utilize creative and innovative methods and approaches in the research, development, and implementation of their projects.

(7) Seek matching funds, in-kind contributions, or other sources of support to supplement their proposal.

(8) Use a variety of media, including new technology, and the arts to creatively and strategically appeal to a broad American public while enhancing and enriching community-based educational efforts.

(9) Include in the grant application scholarly inquiry related to the variety of experiences and impact of the exclusion and detention of persons of Japanese ancestry during World War II, as well as its relationship to the experience of other populations so that the causes, circumstances, lessons, and contemporary applications of this and similar events will be illuminated and understood.

(10) Add relevant materials to or catalogue relevant materials in libraries and other repositories for the creation, publication, and distribution of bibliographies, curriculum guides, oral histories, and other resource directories and supporting the continued development of scholarly work on this subject by making a broad range of archival, library, and research materials more accessible to the American public.

(e) The State Librarian may adopt other criteria as it deems appropriate for its review of grant proposals. In reviewing projects for funding, scoring shall be based on an evaluation of all application materials: narratives, attachments, support letters, supplementary materials, and other materials that may be requested of applicants.

13020. (a) In the review process, the State Librarian shall assign the following order of priority to the criteria set forth in subdivision (c) of Section 13015:

(1) Criteria set forth in paragraphs (1) to (4), inclusive, shall be given highest priority.

(2) Criteria set forth in paragraphs (5) to (6), inclusive, shall be given second priority.

(b) The State Librarian shall consider the overall breadth and variety of the field of applicants to determine the projects that would best fulfill its program and mission. Final grant awards may be for the full amount of the grant requests or for a portion of the grant request.

(c) Applicants for grants pursuant to this section may include any of the following:

(1) Nonprofit organizations exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code.

(2) Four-year colleges and universities.

(3) Cultural institutions, arts organizations, and community organizations.

(4) Individual artists, writers, journalists, scholars, and educators.

(5) Units of government.

(6) Consortia composed of any of the entities described in paragraphs (1) to (5), inclusive.

(d) Grants allocated pursuant to this section shall be provided for the general purpose of establishing a legacy of remembrance as part of a continuing process of recovery from World War II exclusion and detention and specifically to do one or both of the following:

(1) Educate the public regarding the history and the lessons of the World War II exclusion, removal, and detention of persons of Japanese ancestry through the development, coordination, and distribution of new educational materials and the development of curriculum materials to complement and augment resources currently available on this subject matter.

(2) Develop videos, plays, presentations, speaker bureaus, and exhibitions for presentation to elementary, secondary, and community college audiences.

13025. On or before January 1, 2001, the State Librarian shall report to the Governor and the appropriate fiscal and policy committees of each house of the Legislature on the types of grants awarded and the accomplishments of the program established pursuant to this part.

13030. It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for three years from the General Fund to the State Librarian for purposes of this chapter.

SEC. 2. The sum of one million dollars (\$1,000,000) appropriated by Item 6110-199-0001 of Section 2.0 of the Budget Act of 1998 is hereby reappropriated to the California State Library for purposes of the California Civil Liberties Public Education Act contained in Part 8.5 (commencing with Section 13000) of the Education Code.

## **AB 1914**

BILL NUMBER: AB 1914      CHAPTERED

BILL TEXT

CHAPTER 132

FILED WITH SECRETARY OF STATE JULY 19, 2000

APPROVED BY GOVERNOR JULY 19, 2000

PASSED THE SENATE JUNE 29, 2000

PASSED THE ASSEMBLY MAY 31, 2000

AMENDED IN ASSEMBLY MAY 26, 2000

AMENDED IN ASSEMBLY APRIL 26, 2000

AMENDED IN ASSEMBLY MARCH 27, 2000

INTRODUCED BY Assembly Member Nakano

(Coauthors: Assembly Members Alquist, Aroner, Cunneen, Firebaugh, Kuehl, Longville, Machado, and Washington)

FEBRUARY 11, 2000

An act to amend Section 13030 of the Education Code, relating to public education.

### LEGISLATIVE COUNSEL'S DIGEST

AB 1914, Nakano. California Civil Liberties Public Education Act.

Existing law declares that it is the intent of the Legislature that the sum of \$1,000,000 be annually appropriated for 3 years from the General Fund to the State Librarian to sponsor public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstances of this and similar events may be illuminated and understood.

This bill would extend this expression of the intent regarding the annual appropriation up to, and including, the 2002-03 fiscal year. The bill would, subject to an appropriation therefor, require the State Librarian to review and identify programs with similar goals that may be combined with the project in the future and to report to the Legislature, by November 1, 2004.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 13030 of the Education Code is amended to read:

13030. (a) It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for each of the fiscal years 2000-01, 2001-02, and 2002-03, from the General Fund to the State Librarian, for purposes of this chapter.

(b) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall review and identify programs with similar goals that may be combined with this project in the future.

(c) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall report to the Legislature by November 1, 2004 on the progress of the program and on the results of the review required by subdivision (b).



## **CCLPEP PROJECTS 1998-2004 BY CATEGORY**

### **Art**

#### **30<sup>th</sup> Street Wall Hanging**

Momo Nagano (1998)

#### **Broken Only at Sky**

Michael Tora Speier (2002)

#### **Home Sweet Home: Portraits of Terminal Island**

Terminal Islanders and Orangewood Productions (2001)

#### **Piecing Memories**

Japanese American Services of the East Bay Quilting Class (1998)

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### **Books**

#### **7-Sei**

Neal Yamamoto (2001)

#### **Birth of an Activist: The Sox Kitashima Story**

Joy Morimoto (2001)

#### **Blossoms in the Desert-Topaz High School Class of 1945-“Our Story in an American Concentration Camp”**

Daisy Uyeda Satoda (2001)

#### **Breaking Ground: 100 Years of Japanese Americans in Gardening in Southern California**

Southern California Gardeners’ Federation, Inc. (1999)

#### **Camp II Block 211**

Jack Matsuoka and Emi Young (2001)

#### **Comparative Racialization of Asian Americans and African Americans**

Neil Gontada (2003)

#### **From Pearl Harbor to 9/11 Lessons from the Incarceration of Japanese American Buddhist Ministers**

Duncan Williams (2002)

#### **From Riverside To Poston: The Fujimoto Diaries**

Deborah Wong (2000)

**From the Other Side of the Fence**

Japanese Cultural and Community Center of Northern California (1999)

**Hawaii's Americans of Japanese Ancestry's Unlawfully Evacuated But Not Interned**

William M. Kaneko (2000)

**The Heart Mountain Story**

Mamoru Inouye (2000)(2001)

**Hideo Date**

Clapperstick Institute (2000)

**The History of Civil Liberties in California: 1850-2000**

Stan Yogi and Elaine Elinson (2003)

**In America's Shadow**

Kimberly and Kaleigh Komatsu (1998)

**Issei Women's Legacy: The 1830 Sutter History Project**

Nihonmachi Little Friends (2002)

**James M. Omura Memoir Project**

Professor Art Hansen (1998)

**Japanese American Books Restoration Project**

Asian American Curriculum Project (2002)

**Japanese American Experience of Merced County 1904-1955**

Japanese American Committee for Merced (2002)(2003)

**The Japanese American Incarceration: A Guide For Families**

Japanese Community Youth Council (2000)

**Justice and Journalism – The Akira Komai Story**

Michael Komai (2002)

**Loyal Protest: Japanese American Draft Resisters in the Federal Courts**

Eric Muller (1999)

**Memoirs of an Issei Woman Artist**

Ibuki Hibi Lee (2002)

**My Thirty-Nine Months at the Tulelake Segregation Center**

Margaret Lowery (2002)

**Only What We Could Carry**

Clapperstick Institute (1998)

**Ordinary People, Extraordinary Deeds**

Nikkei for Civil Rights and Redress (2000)

**Outside the Exclusion Zones**

Rita Takahashi (2000)

**Outside Work**

Professional Gardeners' Federation of Northern California (2001)

**Protest and Resistance to Injustice: An American Tradition Symposium**

Heart Mountain Wyoming Foundation (2000)

**Race and Law in the Japanese American Supreme Court Cases**

Neil Gotanda (2002)

**Ruth Asawa Biography**

Addie Lanier (2002)

**Salvage and “Ongaeshi” (Repaying a Kindness): The World War II College Nisei and Southeast Asian “Boat Children”**

Nisei Student Relocation Commemorative Fund, Inc. (2001)

**San Mateo Japanese American Citizens League History Project**

San Mateo Chapter Japanese American Citizens League (2000)

**Sharing a Desert Home**

Ruth Okimoto (1999)

**Silent Scars of Healing Hands**

Japanese American Medical Association (2001)

**Swimming in the American**

Hiroshi Kashiwagi (2003)

**Thoughts and Reflections on the Japanese American Experience – Areas to be Explored**

California State Library Foundation (2002)

**Topaz Moon**

Kimi Kodani Hill (1998)

**A Translation of the Diary of John Shinji Sato, 1942**

Michael Sato (1998)

**Tule Lake Confidential**

Eucaly Shirai (1999)

**Una Storia Segreta: The Secret History of Italian American Evacuation and Internment During World War II**

Lawrence DiStasi (1999)

**Uncle Gunjiro's Girlfriend**

Brenda Wong Aoki (1998)

**A Visit to Tulelake**

Barbara Takei and Judy Tachibana (1999)

**Wire Cutting**

Kenji McCarthy Treanor and Yukiya Jerry Waki (2000)

**With Highest Honors: Orations & Essays by Nisei Students**

Joyce Hirohata (2001)

**A Working Bibliography of Japanese American Internment Art**

Jane Dusselier (2001)

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**Contests**

**Locked In/Locked Out**

National Japanese Historical Society (2000)(2001)(2002)

**Stand By Me**

National Japanese Historical Society and the American Civil Liberties Union (1999)

**Statewide Art and Literature Competition**

California State Library Foundation (1999)

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**Curriculum**

**Building Connections**

Los Angeles Unified School District (1998)

**Citizens for Life**

Stockton San Joaquin County Public Library and the Stockton Japanese American Citizens League (1998)

**A Consortia on the Japanese American Experience**

San Francisco State University, Sonoma State University, DeAnza Community College and Sacramento State University (1998)

**Curriculum on the Japanese American Experience**

Stanford University Program on International and Cross-Cultural Education (1998)

**The Heart No Longer Silent**

Megumi and Elaine S. Yoneoka (2000)

**Hidden Internment: The Art Shibayama Story**

Casey Peek (1999)

**The Japanese American Experience to Manzanar**

Asian Pacific American Labor Alliance-Los Angeles Chapter (2001)

**Japanese American Internment Curriculum Resource Center**

Japanese American National Library (1999)

**Kaoru's Bark**

Sean O'Gara (1999)

**Lieutenant Governor Cruz M. Bustamante's *Farewell to Manzanar* Education Initiative**

Office of Lieutenant Governor Cruz M. Bustamante (2001)

**Lessons of Our Lifetime**

VFW Nisei Post 8985 (1998)

**Once Upon a Camp**

UCLA Asian American Studies Center and the Japanese American National Museum (1998)(1999)

**A Past to be Remembered**

Mas Yamasaki and the Japanese American Services of the East Bay (2000)

**Rabbit in the Moon in Schools**

Chizuko Omori (2000)

**Spice/Densho Collaborative**

Stanford University Program on International Cross Cultural Education (2000)

**Stand up for Justice Curriculum Guide**

Visual Communications (2002)

**Teaching about Internment through the Prism of Baseball**

Nisei Baseball Research Project (2002)(2003)

**Tule Lake - The Past Remembered**

Jim King and the Tulelake Basin School District (1999)

**Unexpected Heroes: The Story of the 522<sup>nd</sup> Field Artillery Battalion**

Go For Broke Education Foundation (2001)

**When Justice Failed and History Happened Here: California Japanese American Internment**

Elk Grove Unified School District/UC Santa Barbara (2002)(2003)

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**Documentary**

**Calling Tokyo: Japanese Americans Broadcast In World War II**

Gary T. Ono (2000)

**Comforting the Afflicted: Four Nisei Ministers 1942-1946**

Southern California Nikkei United Methodist Caucus (2001)

**Conscience and the Constitution**

Frank Abe (1998)

**Democracy Under Pressure: Japanese Americans and World War II**

Japanese American Historical Society of San Diego (1998)

**First Manzanar Pilgrimage**

Tadashi Nakamura and Mari Nakano (2003)

**Forced Out: Internment and the Enduring Damage to California's Cities and Towns**

KVIE Public Television (2001)

**Fred Korematsu Story**

Eric Fournier (1998)

**From Camp To Swing: A Japanese Jazz Odyssey**

Julie G. Cho (2000)

**Going For Broke**

George Toshio Johnston (2001)

**Home Sweet Home: Terminal Island Spirit Behind the Pictures**

Orangewood Productions, LLC (2002)

**The Italian American Film Project**

Judith Ehrlich and Nick Black (2002)

**Japanese American Camp Experience Overview Film**

Japanese American National Museum (2001)

**The Music Man of Manzanar**

Brian Tadashi Maeda (2000)

**The Nisei Farmer**

Dean Yamada (2003)

**Not at Home on the Home Front: Japanese Americans and Italian Americans in Richmond, California**

Donna Graves (2002)

**Okage Sama De**

Steven Okazaki (1999)

**Old Man River**

Cynthia Gates Fujikawa (1999)

**One Wish**

Michael Uno (2002)(2003)

**Return To The Valley**

KTEH Public Television (2000)

**Silk Cocoon Project**

Satsuki Ina (2002)

**Stand Up for Justice**

Visual Communications (1998)

**Uncommon Courage**

Military Intelligence Service of Northern California (1998)

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**Drama**

**5/15/45-The Last Dance**

June Watanabe (1999)

**After the War**

Philip Gotanda and Diane Takei (1998)

**Coming into Passion/Song for a Sansei**

Jude Narita (1999)

**Forgotten Valor**

Lane Nishikawa and the 100<sup>th</sup>/442<sup>nd</sup>/MIS Memorial  
Foundation (1999)

**A Jive Bomber's Christmas**

Dom Magwili and Sachiko (2000)

**Last Dance: A Musical Oral History**

Mark Izu (2000)

**Kono & Chaplin: Living in Silence**

Clyde Kusatsu (2002)

**Only the Brave**

Lane Nishikawa and the National Japanese American Historical Society  
(2001)(2002)

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**Exhibits**

**1942: Luggage From Here to Camp**

Japanese American Museum of San Jose (2001)

**Amache Information Distribution Project**

Bob Fuchigami (1998)

**The Buddhist Church Experience in the Camps**

Eiko Irene Masuyama (2001)

**Completing the Story-A Community Remembers**

Japanese American Museum of San Jose (1998)

**Digital Project on the Japanese American Collection**

Japanese American National Museum (1998)

**The "Enemy Alien Files" Exhibition Tour**

The Enemy Alien Files Exhibition Consortium (2001)

**The Heart Mountain Story**

Los Gatos Museum (1999)

**Home Front: The World War II Years**

Ojai Valley Museum (2001)



**The Immigrant Experience in California**

Merced County Library (2002)

**Merced and Tuolumne Obata Project**

Central Sierra Arts Council and Merced County Arts Council, Inc. (2001)

**Nomura Project**

Eastern California Museum (1998)

**Personal Responsibility: The Camp Photographs Of Toyo Miyatake**

Eastern California Museum (1999)

**San Fernando Valley Japanese American Farmer**

San Fernando Valley Japanese American Community Center (2001)

**Standing Guard**

Sierra College Foundation (2000)

**Study Guide for Japanese American Veterans Memorial Court**

Japanese American Cultural and Community Center (1999)

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**Japantowns**

**“Reconstructing California Japantown”**

Kaz Maniwa (2004)

**“Japanese Historical Mapping”**

Dale Anne Sato (2004)

**“Placer County Japantown”**

David Unruhe (2004)

**Comprehensive Japantown Project**

Joe Yasutako and Jerry Hiura (2004)

**“Bronzeville in LA Japantown 'Little Tokyo'“**

Martha Nakagawa (2004)

**“Birth of A Community”**

Paul Osaki (2004)

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**Legacy**

**Garden of Remembrance**

San Francisco State University (2000)

**Japanese American Film Preservation Project**

Flower Village Productions (2002)

**Japanese American Memorial**

California State Library Foundation (2000)

**Preserving California's Japantown Legacy**

California Japanese American Community Leadership Council (2000)(2001)

**Tulelake-Butte Valley Fair Museum-Internment Collection**

Tulelake Butte Valley Fair Friends, Inc. (2001)

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**Histories**

**Beyond Faith: The Role of the Japanese American Church and Temple in the Japanese American Community**

Japanese American Cultural and Community Center (2001)

**Bridge to the Rising Sun: Teachers of the US Navy Japanese Language School During World War II**

Pedro Loureiro (2002)

**Florin Oral History Project**

Joanne Iritani and the Florin JACL (1998)

**Izumi Taniguchi Oral History Program**

Ralph Kumano (2003)

**Japanese Peruvian Oral History Project**

Grace Shimizu (2000)

**Lasting Stories**

Japanese American Museum of San Jose (2003)

**Legacy of Internment: The Impact of Executive Order 9066 on Oxnard's Japanese American Residents**

Oxnard Public Library (1999)

**Recordings of Public Testimonials for Unresolved Redress**

Campaign for Justice/Redress NOW for Japanese Latin American (2003)

**The Renunciants**

Judy Tachibana and Barbara Takei (2001)(2002)(2003)

**Sonoma County Japanese American Oral History Project**

Sonoma County Chapter, Japanese American Citizens League (2001)

**South Bay Historical Project**

Japanese American Citizens League, South Bay Chapter (2002)

**Stories Less Told: Women's Perspective of the Incarceration Camps**

Denshō's Project (2002)

**The Tucsonians**

Nicole Branton and Cherstin Lyon (2000)

**Voluntary Evacuees**

Rita Takahashi (1998)

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**Other Projects**

**The All Camps Project**

Tule Lake Committee, Inc. and Japanese American Historical Society of San Diego (2002)

**California Nisei High School Diploma Project**

Japanese Cultural and Community Center of Northern California (2003)

**Camp Connection ID Card Project**

Alisa Lynch (2001)

**Castroville Japanese Schoolhouse Restoration Project**

Monterey County Redevelopment Agency (2003)

**Civil Liberties Education Awareness Conference**

California State Library Foundation (2001)

**The Digital Generation Looks at Internment Camps – A Family Perspective**

Urban Voice Inc. (2002)(2003)

**Extending the Circle – A Tribute to the Work of the CCLPEP**

California State Library Foundation (2002)

**The First Manzanar Pilgrimage**

Warren Furutani (2002)

**From Fred Korematsu To Wen Ho Lee: Defending The Civil Rights of New Americans**

Asian Law Caucus (2000)

**Golden State Meets Gem State: Californians at Idaho's Kooskia Internment Camp, 1943-1945**

Priscilla Wegars (2000)

**Judgments Judged and Wrongs Remembered: Examining the Japanese American Civil Liberties Cases of World War II on Their 60<sup>th</sup> Anniversary**

Eric Muller (2003)

**Kanasha Project**

Military Intelligence Service of Northern California, Japanese American Citizens League, Sonoma Chapter, and Stephen McNeil (2002)(2003)

**Manzanar (CD)**

East West Players (2001)

**Manzanar After Dark (MAD-ness!)**

Manzanar Committee (2001)

**Manzanar – An American Story**

Maestro Kent Nagano (1999)(2000)(2003)

**Manzanar: From Mountain to Mountain...Through the Valley of Time**

Joey Furutani (2001)

**Manzanar Identification Project**

Kari Coughlin (1998)

**Manzanar Volunteer Project**

Little Tokyo Service Center (2001)

**Nuts and Bolts: Researching Japanese American Internment in the Bancroft Library at the University of California at Berkeley**

Carol Lynne Horiuchi (2000)

**Project J, Justice**

David Iwataki (2002)

**A Reflection on the Heart Mountain Relocation Camp**

Eiichi Edward Sakauye (2002)

**Reflections of Faith, Hope and Love**

Hope Kawashima (2000)

**Social Justice Curriculum and Conference Project**

Professors Margaret Chon, Jerry Kang, and Eric K. Yamamoto (2001)

**Voices: Sound, Historical Memory and the Internment of Japanese Americans**  
Darrell Hamamoto (1999)

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**Performance**

**Big Head**

Denise Uyehara (2001)

**The Camp Dance: The Music & The Memories**

Grateful Crane Ensemble (2002)(2003)

**Journey to Topaz**

Sierra Repertory Theatre (2001)(2003)

**Manzanar, Story of an American Family**

East West Players (2000)(2002)(2003)

**“Japantown/Bronzeville Suite”**

Dave Iwataki (2004)

**Strands**

Asian American Theater Workshop Company (2000)

**Within the Silence-Share the Courage**

Living Voices (1999)(2000)(2003)

**When I Awoke, I Was Climbing**

Jude Narita (1998)

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**Studies**

**The Battle Between the Nisei Vets and the Nisei Resisters of Conscience**

George Tsukuda (1999)

**Black Civil Rights Responses to the Japanese American Internment**

Professor Devon Carbado (2000)

**Children of the Gripsholm**

Daniel M. Schwinn (2003)

**Ozawa, Cartosian, and Executive Order 9066: Socio-Legal History of Japanese and Armenian Americans in Fresno County 1922-1942**

Edward Park and John Park (2002)

**A Paper on United States v. Kenji Ito, Am American Citizen**  
Ayleen Ito Lee (2003)

**“Comprehensive Japantown Study”**  
Wayne Maeda, Timothy Fong and John Manns (2004)

**Starting Over: Impact of World War II Internment of San Francisco Japantown and Japanese American Community**  
Professor Ben Kobashigawa (2002)

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**UWebsites**

**Establish Website for the Military Intelligence Service Association of Northern California**  
Military Intelligence Service Association of Northern California (2001)

**Exploring the Japanese Internment in Film - An E-Education Initiative**  
NAATA (1999)

**Incarceration and Internment Camp Website**  
Densho: The Japanese American Legacy Project (2003)

**The Jason Project-Japanese American Summaries on the Net**  
Clement Hanami (1999)

**Lessons in Democracy**  
National Japanese American Citizens League (1999)

**Lessons of History: Those Who Forget History Are Bound to Repeat It**  
Alliance of Iranian Americans (2003)

**ManyMountains.org**  
Brian Minami (2002)

**Return to the Valley Website**  
KTEH Public Television (2003)